

Daily Lesson Plan

Instructor(s): 8 th Grade ELA Unit 3: Prentice Hall: Nonfiction	Date:
Lesson: Unit 3 (Nonfiction)- From “Harriet Tubman: Conductor on the Underground Railroad” by Ann Petry + Literature in Context-Frederick Douglass Fighter for Freedom (More Challenging)	Unit 3: Prentice Hall: From “Harriet Tubman: Conductor on the Underground Railroad” by Ann Petry + Literature in Context-Frederick Douglass Fighter for Freedom (More Challenging)

Lesson Preparation: Goals for Today’s Lesson

Essential Question(s): How much information is enough?

Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.

Background/Overview: *The Underground Railroad-Harriet Tubman, a former slave became a leading force behind the underground railroad a network of people that helped slaves escape the south in the mid-1800’s. At first she led escaped slaves to free states in the North. In 1850, however, congress passed the Fugitive Slave Law, which returned escaped found in the North to their Southern masters. As a result, Tubman was forced to lead the fugitives to Canada.*

Slave States vs. Free States: By 1850, the United States had acquired new territory in the west. To calm antagonisms over the legality of slavery in new states or territories, Congress reached the Compromise of 1850, which said that California would be admitted as a “free” state and that citizens of the Utah and New Mexico territories would decide the slavery issue for themselves. This series of acts included the controversial Fugitive Slave Law, which denied due process of law to recaptured slaves and set heavy fines for those who aided them.

Learning Objective:

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Speaking and Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Speaking and Listening 1.d. Acknowledge new information expressed by others, and, when

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warranted, qualify or justify their own views in light of the evidence presented.

Speaking and Listening 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Speaking and Listening 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language 4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Speaking and Listening 1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Reading Informational Text 10. [for informational text] By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. [OR] Reading Literature 10. [for literary text] By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Speaking and Listening 1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Language 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's

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position or function in a sentence) as a clue to the meaning of a word or phrase.

Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Reading Informational Text 2. [for informational text] Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. [OR] Reading Literature 2. [for literary text] Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Language 4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Language 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Language 5.b. Use the relationship between particular words to better understand each of the words.

Speaking and Listening 1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CCLS for lesson: Standards:

Materials/Resources: Prentice Hall Literature Grade 8. p. 486-496

Instructional Strategies (Differentiation of Teaching and/or activities):

Whole Group- introduce the big question.

Teach/Review types of nonfiction and elements of nonfiction writing

Use Daily Bellringers (Bellringers found at pearsonsuccessnet.com) log in and go to **Other Resources**.

Have students preview the selection vocabulary

Students will incorporate the vocabulary in their written responses.

Show students video of the “Big Question”: How much information is enough?

For Unit 3 Introduce nonfiction...show video “Meet the Author” Andrew Mishkin

Show Nonfiction video “Learning about Nonfiction: From the Author’s Desk”

Complete the Model Selection with students: “Making Tracks On Mars” by Andrew Mishkin

After reading “making Tracks On Mars” students complete critical thinking questions...

Then teacher may move on to playing African American Spirituals for students...then teacher instructs students to complete the anticipation guide (See Mini lesson below...).

Students will know: (Content/Concepts)

Reading Literature 2. [for literary text] Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. [OR] Reading Informational Text 2. [for informational text]

Students will do: (Skills)

Identify textual support and evaluate its meaning.

Determine the author's purpose and explain if the purpose was indeed accomplished.

Determine the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.

Create written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.

Produce clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.

Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.

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Speaking and Listening 1.
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Speaking and Listening 1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Speaking and Listening 4.
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Speaking and Listening 6.
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language 4.b. Use common, grade-appropriate Greek or Latin

Use appropriate transitions to the coherence of written texts.

Add relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.

Cite textual evidence to support written responses and apply conventions of Standard English grammar.

Write informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.

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Speaking and Listening
1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence,

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observations, and ideas.

Language 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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Students will know: (Content/Concepts)	Students will do: (Skills)
<p>Reading Literature 2. [for literary text] Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. [OR] Reading Informational Text 2. [for informational text] Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>Speaking and Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Speaking and Listening 1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>Speaking and Listening 4. Present claims and</p>	<p>Identify textual support and evaluate its meaning.</p> <p>Determine the author's purpose and explain if the purpose was indeed accomplished.</p> <p>Determine the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.</p> <p>Create written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.</p> <p>Produce clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.</p> <p>Use appropriate transitions to the coherence of written texts.</p> <p>Add relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.</p> <p>Cite textual evidence to support written responses and apply conventions of Standard English grammar.</p> <p>Write informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.</p>

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Mini Lesson: <i>Steps for Building Background</i>	Note Taking: Cornell Note-Taking Method Teacher will present “anticipation guide” located on p. 38 in the Professional Development Guidebook. Go to www.pearsuccessnet.com click Other Resources-then click-Resources and Downloads-click Professional Development-then click Professional Guidebook View. Go to page 38 and print out the Anticipation Guide, Or you may use the one created below: <table><tr><th>Before Reading</th><th></th><th>Statements</th><th></th><th>After Reading</th></tr><tr><td>Agree</td><td>Disagree</td><td><ul style="list-style-type: none">Sometimes the only way to do the right thing is to break the law</td><td>Agree</td><td>Disagree</td></tr><tr><td></td><td></td><td><ul style="list-style-type: none">Being a leader is fun and rewarding</td><td></td><td></td></tr><tr><td></td><td></td><td><ul style="list-style-type: none">Taking risks is an important part of making changes</td><td></td><td></td></tr><tr><td></td><td></td><td><ul style="list-style-type: none">With Freedom Comes Responsibility</td><td></td><td></td></tr></table> <p>Students use the anticipation guide before and after reading.</p> <p>Whole Class Activity-Play recordings of African American spirituals. Provide lyrics for students to read while listening. Have students analyze why singing some of the spirituals was forbidden by the government.</p>	Before Reading		Statements		After Reading	Agree	Disagree	<ul style="list-style-type: none">Sometimes the only way to do the right thing is to break the law	Agree	Disagree			<ul style="list-style-type: none">Being a leader is fun and rewarding					<ul style="list-style-type: none">Taking risks is an important part of making changes					<ul style="list-style-type: none">With Freedom Comes Responsibility		
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Students Practice & Apply New Knowledge (60% of the Lesson)																										
Group Work and/or Independent Work:	Tier II-Group B Would you have trusted Harriet Tubman to take you on a long, difficult journey? Why or why not? What kind of information does Petry provide in this narrative essay that you would not find in an encyclopedia entry about Tubman? Does Petry’s approach give you a better idea of what Tubman was like as a person? Why or why not?																									

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Tier I-Group A-

Interpret-Tubman says, “we got to go free or die. And freedom’s not bought with dust”. In your own words, interpret that statement.

Are the results of the Underground Railroad trips worth the risks involved? Why or why not?

Share your judgment with a partner. Then discuss, how your own opinion has or has not changed as a result of your conversation.

Tier III-Group C Literature in Context p. 492

History Connection: Frederick Douglass: Fighter for Freedom

Connect to the Literature: Why do you think Harriet Tubman chose to tell the slaves about Frederick Douglass on their journey north?

What does Tubman do when a fugitive slave wants to go back to the plantation? Explain why Tubman feels she must act this way.

Sketch Theatre:

Students may act out certain parts of the story...

Students must complete one out of two of the tasks below:

Task 1: Write a biographical sketch about a person who took risks in order to achieve a worthy goal, or someone who ignored all the rules and found a new way to do something. You might consider a historical person, like Harriet Tubman, or a person alive today.

- In your first sentence, state the main idea you want readers to know about the person. Then, write several sentences that contain details supporting the main idea.*
- Include quotations from the person to support the main idea.*
- Use transitions to show the progress from one idea to the next such as finally, meanwhile, as a result, and for example.*
- Your sketch should be long enough to create interest and support your main idea. End with a strong concluding paragraph that restates your main idea in different words.*

Or

Task 2: In a small group, create a skit based on the essay you read. In this case “from Harriet Tubman: Conductor on the Underground Railroad”. Write a skit based on a dramatic scene from the essay. Follow these steps to complete the assignment.

- Consider the tone or attitude you want to convey. Write dialogue including vocabulary that matches the importance of the situation*
- Use gestures and body language to express the character’s feelings. For example, drag your feet to show a fugitive slave’s struggles with exhaustion.*
- Rehearse your skit and then present it to your classmates.*
- After the skit, compare perceptions about whether the performance matches or contrasts with the mood of the essay*

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Assess & Reflect on Student Learning (20% of the Lesson)

Share Out: <i>Assessment of New Learning</i>	Share of group responses...
Oral/Written Reflection <i>New Learning</i>	Homework: Writing: (Cornell Notes) Use your notes to answer the following questions: Why do you think the author implies the main idea, rather than directly stating it in the essay? List the two most important events in this narrative essay. Identify at least three people in the narrative and describe their relationship with the author. Identify the setting.